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ABSTRACT

The Virginia Standards of Learning Program establishes a framework for instruction in the public schools and includes objectives that will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment. The Standards of Learning (SOL) Objectives for Library/Information Use are the result of a statewide effort to identify a scope and sequence of concepts, skills, and attitudes that will prepare students to be independent, effective, and lifelong users of information. The program goals are the ability to: identify a wide range of information sources and recognize the ways information is organized in these sources; locate and select information sources to meet specific needs; use bibliographic data to acknowledge information sources; evaluate, analyze, and synthesize information for a specific use; and apply information for the purposes of problem solving, decision making, and communication. Seven core objectives essential at each grade level are described, followed by specific objectives for each grade from kindergarten through grade 12; the identification of an objective for a specific level of study simply indicates that the objective is most appropriate for that grade level. The SOL Objectives for Library/Information Use are designed to establish a foundation for systematically coordinating and planning instruction to better serve students, teachers, and librarians. (THC)

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STANDARDS OF LEARNING OBJECTIVES

FOR

LIBRARY/INFORMATION USE

Commonwealth of Virginia
Department of Education
Division of Instructional Media and Technology
1985

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DEPARTMENT OF EDUCATION STAFF

S. John Davis
Superintendent of Public Instruction

E. B. Howerton, Jr.
Deputy Superintendent for Curriculum, Instruction and Personnel Services

Callie P. Shingleton
Assistant Superintendent for Curriculum and Instruction

Winifred C. Mahony
Administrative Director for General Education

M. Kenneth Magill
Director of Instructional Media and Technology

Gordon F. Creasy
Associate Director of Instructional Media and Technology/Utilization and Evaluation

Gloria K. Barber
Supervisor, School Libraries and Information Technology

Mary Stuart Mason
Supervisor, School Libraries and Textbook Adoption

SUMMER WORKSHOP PARTICIPANTS

LIBRARY/INFORMATION USE

Staunton, June, 1984

NAME	POSITION	COUNTY/CITY/TOWN
Margaret Allen *	Librarian	Washington County
Gloria K. Barber *	Supervisor	Department of Education
James Barrett	Librarian	Bristol City
Barbara Booker	Supervisor	Charlottesville City
Cindy Bull	Librarian	Spotsylvania County
Veronica Cooper	Supervisor	Chesterfield County
Laura Cram	Public Library Consultant	Virginia State Library
Virginia Crowe	Associate Director for Public Services	Virginia Commonwealth University
Jacquelyn Cunningham	Librarian	Henrico County (deceased)
Christina Jordan Dunn *	Administrative Consultant Library Development	Virginia State Library
Mable Hall	Librarian	Richmond City
Mary Suzanne Hegarty	Librarian	Newport News City
Betty Hutsler *	Supervisor	Frederick County
Laverne Jones	Librarian	Essex County
Melinda Younger *	Librarian	Lynchburg City
Eunice McMillan *	Librarian	Portsmouth City
Mary Stuart Mason *	Supervisor	Department of Education
Gayla Mauldin	Librarian	Bedford County
Mary Anne Mongan *	Librarian	Roanoke County

Grace Parker	Librarian	Hampton City
Howard Pugh *	Librarian St. Catherine's School	Richmond , VA
Arline Schmidt	Librarian	Fairfax County
Pat Williams *	Librarian	Rockingham County

ADVISORS

Dale Brown, Alexandria City
Linda Hunt, Fairfax County

* Editing committee members - Summer Workshop - Virginia State University, July 1985.

Special thanks to Frederick County public schools for the use of their library skills curriculum. The following STANDARDS OF LEARNING OBJECTIVES FOR LIBRARY/INFORMATION USE are modeled on their curriculum.

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

I would like to introduce you to the Standards of Learning Program. The program establishes a framework for instruction in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment.

The basis for the Standards of Learning Program is an objective adopted by the Board of Education in June, 1981. The objective reads as follows:

> Basic skills and knowledge to be expected of students at each developmental level will be identified and published for kindergarten through grade 12. Objectives for language arts and mathematics will be completed by September, 1982 and objectives for other subject areas and vocational education will be completed by September, 1984 for grades K-12. Assessment instruments for use in teaching and remediation will be made available to those school divisions which do not have such instruments of their own.

In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. With this understanding, all of us will be able to work together to help students achieve the objectives.

Standards of Learning Objectives in Language Arts, Mathematics, Social Studies, Science, Health, Foreign Language, Music, Art, Physical Education, Elective Courses (Theatre, Oral Communication, and Journalism), and Library/Information Use have been developed over a five-year period with the aid of thousands of teachers, supervisors, librarians, administrators, teacher educators, and representatives of professional organizations and lay groups. I express sincere appreciation to the many individuals throughout the state who assisted in writing, reviewing, and refining the objectives.

The Standards of Learning Program is designed to identify what students are expected to accomplish, to provide a method for determining what has been learned, and encourage teachers to give additional instruction when needed. It is not intended to reduce the total school program to a single list of objectives or to replace the curriculum that a school division already may have developed for its students. The staff in school divisions which already have such programs will need to examine them to ensure that the Standards of Learning Objectives are included.

During the 1985-86 school year, department personnel will work with you to help you become familiar with the objectives and how they may be used for planning instruction. It is anticipated that the Library/Information Use objectives will be used beginning in the fall of 1986.

I am excited about the program and am confident that it will be a success if we continue to work together.

S. John Davis

INTRODUCTION

The Standards of Learning (SOL) Objectives for Library/Information Use are the result of a statewide effort to identify a scope and sequence of concepts, skills, and attitudes from kindergarten through grade twelve.

The major purpose of the SOL Objectives for Library/Information Use is to produce students who are independent, effective, and lifelong users of information, while fostering aesthetic appreciation in the areas of reading, viewing, and listening. The program goals are

- the ability to identify a wide range of information sources and recognize ways information is organized in these sources;
- the ability to locate and select information sources to meet specific needs;
- the ability to use bibliographic data to acknowledge information sources;
- the ability to evaluate, analyze, and synthesize information for a specific use; and
- the ability to apply information for the purposes of problem solving, decision making, and communication.

The SOL objectives have been designed to help assure that these program goals will be achieved. Learner objectives included at each grade level represent a framework which is believed to be necessary for further education, employment, and personal fulfillment. Librarians are encouraged to be beyond these essential objectives to meet the specific needs of their students.

Since the process of learning is cumulative, the SOL objectives are progressive in nature. The identification of an objective for a specific level of study simply indicates that the objective is most appropriate for that grade level. Reinforcement and expansion of the specific objective should continue at subsequent levels. In addition, when an objective reinforces a SOL objective in another curriculum area, it is noted in the descriptive statement. Because the core objectives are essential at each grade level, they should be presented in an appropriate manner each year after being introduced in kindergarten.

The success of this SOL program will depend upon four factors. They are

- a cooperative working relationship between the classroom teacher and the librarian;
- access to resources that support the objectives;
- assessment of student achievement of the objectives; and
- cooperation between the school library and public, academic, and other community libraries.

It is hoped that the Standards of Learning Objectives for Library/Information Use will establish a foundation for systematically coordinating and planning instruction to better serve students, teachers, and librarians.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING

CORE OBJECTIVES

Core objectives are essential at each grade level. These skills should be emphasized each year after being introduced in kindergarten. (There is no correlation between core number and grade level.)

Core 1 **The student will demonstrate responsible use of the library/information center.**
Descriptive Statement: Emphasis is on citizenship, care of materials, and policies/procedures.

Core 2 **The student will select recreational and informational sources appropriate to his level.**
Descriptive Statement: Emphasis is on choosing materials appropriate to ability, interest, and need.

Core 3 **The student will participate in a variety of experiences to increase appreciation of literature.**
Descriptive Statement: Emphasis is on a variety of literary forms and formats, which are introduced at appropriate grade levels.

Core 4 **The student will use appropriate questioning skills to retrieve information.**
Descriptive Statement: Emphasis is on the development of questioning skills.

Core 5 **The student will recognize the availability of information from a variety of community resources.**
Descriptive Statement: Emphasis is on public, academic, and special libraries as well as other institutions, agencies, and individuals.

Core 6 **The student will demonstrate an understanding of the ownership of ideas.**
Descriptive Statement: Emphasis is on respecting copyright regulations and crediting sources.

Core 7 **The student will participate in a variety of media production activities.**
Descriptive Statement: Emphasis is on the development of student creativity through various enrichment experiences.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

KINDERGARTEN

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the kindergarten objectives.

K.1 **The student will explain the function of the library/information center and its personnel.**
Descriptive Statement: Emphasis is on defining what a library/information center is, as well as naming the duties its personnel perform to help students and teachers. This reinforces SOL social studies objective K.9.

K.2 **The student will determine the main idea and sequence of events.**
Descriptive Statement: Emphasis is on answering questions about the main idea and proper order of events after listening to a story. This reinforces SOL language arts objective K.9.

K.3 **The student will obtain information through a variety of listening experiences.**
Descriptive Statement: Emphasis is on gaining knowledge by listening to nursery rhymes, fairy tales, poetry, and factual materials. Oral comprehension skills and the appreciation of literature also will be enhanced. This reinforces SOL language arts objectives K.2 and K.4.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

FIRST GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the first-grade objectives.

1.1 **The student will distinguish between real and make-believe.**
Descriptive Statement: Emphasis is on reading and listening to stories and discriminating between that which could and could not happen in real life. This reinforces SOL language arts objective 1.14.

1.2 **The student will recognize the parts of a book.**
Descriptive Statement: Emphasis is on identifying and locating the cover, spine and labeling, body, and title page of a book.

1.3 **The student will identify the author, title, and illustrator.**
Descriptive Statement: Emphasis is on understanding the roles of the author and illustrator in the creative process, and on the title as the name of the work.

LIBRARY /INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

SECOND GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the second-grade objectives.

2.1 **The student will identify and use the parts of a book.**
Descriptive Statement: Emphasis is on identifying and using the table of contents to find required information. This reinforces SOL language arts objective 2.7.

2.2 **The student will identify and use beginning reference sources.**
Descriptive Statement: Emphasis is on alphabetizing words and utilizing guide words in reference works, such as dictionaries and encyclopedias. This reinforces SOL language arts objective 2.7.

2.3 **The student will distinguish between fiction and nonfiction.**
Descriptive Statement: Emphasis is on discriminating between books which contain factual information and those which contain fictitious stories.

2.4 **The student will recognize emotional reactions and motives of story characters.**
Descriptive Statement: Emphasis is on using conversation, behavior, and visual representation of story characters as clues to understanding the story. This reinforces SOL language arts objective 2.11.

2.5 **The student will identify the periodical as a source of information.**
Descriptive Statement: Emphasis is on the use of newspapers and magazines to provide information. This reinforces SOL social studies objective 2.11.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

THIRD GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the third-grade objectives.

3.1 **The student will identify the components of a bibliographic record.**
Descriptive Statement: Emphasis is on identification of call number, author, title, publisher, copyright date, and number of pages.

3.2 **The student will identify and differentiate among the three kinds of catalog entries.**
Descriptive Statement: Emphasis is on determing whether the entry is an author, title, or subject.

3.3 **The student will recognize that information and recreational sources in a library/information center are arranged according to a specific system.**
Descriptive Statement: Emphasis is on using the Dewey Decimal System for nonfiction, and alphabetical arrangement for fiction.

3.4 **The student will locate an item by using the call number.**
Descriptive Statement: Emphasis is on finding the call number for a specific item in the catalog, and using the number to locate the item in the library/information center.

3.5 **The student will use alphabetical arrangement to locate a subject in a set of general encyclopedias.**
Descriptive Statement: Emphasis is on using alphabetizing skills to become more proficient and independent in locating a subject in a set of general encyclopedias.

3.6 **The student will identify and select resource materials and information on a given topic.**
Descriptive Statement: Emphasis is on independent selection of materials and proficiency in using the table of contents, glossary, indexes, and graphics within the selected materials. This reinforces SOL language arts objective 3.5.

3.7 **The student will recognize that information sources are available in a variety of formats.**
Descriptive Statement: Emphasis is on the identification of print and nonprint materials, including databases and human resources.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

FOURTH GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the fourth-grade objectives.

4.1 **The student will identify a folk tale, a myth, and a tall tale.**
Descriptive Statement: Emphasis is on recognizing these literary forms. This reinforces SOL language arts objective 5.10.

4.2 **The student will define biography and locate a book in the biography section.**
Descriptive Statement: Emphasis is on understanding that a biography is a book about a person's life and that the biography section is arranged by the last name of the biographee.

4.3 **The student will locate information using maps, tables, and graphs.**
Descriptive Statement: Emphasis is on finding directions, using a scale to measure distances on maps and globes, and using a legend to find information, e.g., county seats, topography, and historical sites. This reinforces SOL social studies objective 4.1.

4.4 **The student will locate information on a given topic from more than one source.**
Descriptive Statement: Emphasis is on using the catalog and reference sources.

4.5 **The student will recognize the importance of expressing information in his own words.**
Descriptive Statement: Emphasis is on rewriting information for individual use.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

FIFTH GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the fifth-grade objectives.

5.1 **The student will synthesize information on a given topic from more than one source.**
Descriptive Statement: Emphasis is on understanding a message, organizing a summary statement, and putting it into one's own words.

5.2 **The student will compile a bibliography on a given subject.**
Descriptive Statement: Emphasis is on basic bibliographic form, using print and nonprint materials.

5.3 **The student will identify the difference between an abridged and an unabridged dictionary.**
Descriptive Statement: Emphasis is on the broad scope of the unabridged dictionary as well as additional features, such as foreign phrases, special charts, and tables of information.

5.4 **The student will identify special dictionaries.**
Descriptive Statement: Emphasis is on introducing students to biographical, geographical, and scientific dictionaries.

5.5 **The student will locate information in an almanac, thesaurus, and atlas.**
Descriptive Statement: Emphasis is on understanding the arrangement of each source and the kinds of information each provides. This reinforces SOL language arts objective 5.13.

5.6 **The student will identify different reference sources and select the most appropriate one for a specific purpose.**
Descriptive Statement: Emphasis is on selecting the most appropriate source from among encyclopedias, atlases, almanacs, and thesauri. Skills in locating information are refined as the needed information is found in the appropriate source. This reinforces SOL language arts objective 5.13.

5.7 **The student will choose and be able to operate appropriate equipment needed to use nonprint materials.**
Descriptive Statement: Emphasis on use of equipment, such as microcomputers, microform readers, filmstrip viewers, and videotape recorders.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

SIXTH GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the sixth-grade objectives.

6.1 **The student will use the catalog to locate entries on a specific topic.**
Descriptive Statement: Emphasis is on reviewing the information in an entry, the three kinds of entries, and arrangement of entries. This will reinforce SOL language arts objective 6.11.

6.2 **The student will identify retrieval tools available in other locations.**
Descriptive Statement: Emphasis is on recognition of such tools as book, computer, microform catalogs, and indexes.

6.3 **The student will use the index to a set of encyclopedias.**
Descriptive Statement: Emphasis is on the recognition of encyclopedia indexes and the use of volume and page number to locate information. This will reinforce SOL language arts objective 6.12.

6.4 **The student will identify and use a cross reference.**
Descriptive Statement: Emphasis is on the use of SEE and SEE ALSO references when found in sources such as a catalog and other indexes.

6.5 **The student will use a periodical index to locate an article on a given topic.**
Descriptive Statement: Emphasis is on identification of the parts of an entry needed to locate an article.

6.6 **The student will identify and use the vertical file to locate information on a given topic.**
Descriptive Statement: Emphasis is on the location of the vertical file, its organization and general content, and retrieval of information from the file.

6.7 **The student will select and use appropriate reference sources to answer specific questions.**
Descriptive Statement: Emphasis is on choosing the most appropriate source to find the answer. Appropriate reference sources include indexes, atlases, biographical dictionaries, encyclopedias, handbooks, dictionaries, and other standard information sources. Previously attained location skills, such as alphabetical arrangement, guide words, and use of an index, are refined as a specific answer is sought. This reinforces SOL language arts objective 6.12 and SOL social studies objective 7.3.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

SEVENTH GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the seventh-grade objectives.

7.1 **The student will identify and use annotations on catalog entries and in bibliographies to aid in selecting library materials.**
Descriptive Statement: Emphasis is on the purpose for which annotations are included on catalog entries and in bibliographies.

7.2 **The student will recognize the importance of taking notes from a variety of written, oral, and audiovisual materials.**
Descriptive Statement: Emphasis is on writing quick, concise word clues from books, nonprint materials, and spoken information with enough detail to reconstruct the idea later. This reinforces SOL language arts objective 7.11.

7.3 **The student will acknowledge copyright laws.**
Descriptive Statement: Emphasis is on respecting copyright regulations and crediting sources of information.

7.4 **The student will identify various types of fiction.**
Descriptive Statement: Emphasis is on recognizing mystery, science fiction, and biographical and historical fiction.

7.5 **The student will identify and use special indexes.**
Descriptive Statement: Emphasis is on introducing students to indexes such as a short story index, a play index, and a poetry index.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

EIGHTH GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the eighth-grade objectives.

8.1 **The student will recognize the scope and methods of retrieving information from newspapers.**
Descriptive Statement: Emphasis is on retrieving the variety of information found in newspapers, including national, state, and local news. This reinforces SOL language arts objective 8.4.

8.2 **The student will use a variety of materials for research, making a distinction between primary and secondary sources.**
Descriptive Statement: Emphasis is on distinguishing between primary and secondary reference sources and the value of each. This reinforces SOL social studies objective 8.10 and SOL science objective 8.17.

8.3 **The student will identify sources of career information.**
Descriptive Statement: Emphasis is on print and nonprint materials, as well as human and institutional resources. This reinforces SOL science objective 8.18.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

NINTH GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the ninth-grade objectives.

9.1 **The student will recognize and use a periodical index.**
Descriptive Statement: Emphasis is on reviewing the information in an entry.

9.2 **The student will evaluate and use mass media as sources of information.**
Descriptive Statement: Emphasis is on assessing the quality of information on radio, films, television, databases, and periodicals. This reinforces SOL language arts objective 9.12.

9.3 **The student will research and analyze geographical information, using various reference materials and resources.**
Descriptive Statement: Emphasis is on the use of such reference materials as almanacs, atlases, geographical encyclopedias, and surveys. This reinforces SOL social studies objective 9.5.

9.4 **The student will construct an appropriate bibliographic citation.**
Descriptive Statement: Emphasis is on identification of data needed to acknowledge the ownership of ideas as presented in various media. This reinforces SOL language arts objective 9.11.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

TENTH GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the tenth-grade objectives.

10.1 **The student will recognize and use special reference sources in various subject fields.**
Descriptive Statement: Emphasis is on the identification of special references such as directories, biographical dictionaries, science encyclopedias, career materials, and government publications. Attention will be given to the arrangement of each reference source and the kinds of information each contains. This reinforces SOL science objective 10.3

10.2 **The student will identify online databanks as retrieval systems.**
Descriptive Statement: Emphasis is on commercial databanks such as THE SOURCE, BRS, and DIALOG.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

ELEVENTH GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the eleventh-grade objectives.

11.1 **The student will identify microforms as a storage format.**
Descriptive Statement: Emphasis is on the use of microforms and microform equipment to store and to retrieve information.

11.2 **The student will locate and use additional specialized reference sources.**
Descriptive Statement: Emphasis is on advanced reference sources such as Facts on File, Social Issues Resource Series, Social Sciences Index, Humanities Index, or the multiple online sources accessible through DIALOG/BRS/THE SOURCE.

11.3 **The student will identify and use community resources.**
Descriptive Statement: Emphasis is on human resources, different types of libraries and other institutional sources of information.

11.4 **The student will synthesize information from multiple sources to prepare a research report.**
Descriptive Statement: Emphasis is on collecting, organizing, analyzing, interpreting, synthesizing, and documenting information from primary and secondary sources. This reinforces SOL language arts objectives 11.6 and 11.9 and SOL social studies objective 11.9.

11.5 **The student will acknowledge copyright regulations.**
Descriptive Statement: Emphasis is on reviewing copyright regulations and on consistently crediting oral or written sources of information. This reinforces SOL language arts objective 11.10.

LIBRARY/INFORMATION USE
STANDARDS OF LEARNING OBJECTIVES

TWELFTH GRADE

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the twelfth-grade objectives.

12.1 **The student will demonstrate proficiency in information gathering skills.**
Descriptive Statement: Emphasis is on locating information from a variety of primary and secondary sources. This will reinforce SOL social studies objective 12.12.

12.2 **The student will recognize the strengths, weaknesses, and impact of various media.**
Descriptive Statement: Emphasis is on becoming a more sophisticated and discriminating user of information. This reinforces SOL language arts objective 12.6 and 12.7.

12.3 **The student will recognize alternative systems for organizing and accessing information.**
Descriptive Statement: Emphasis is on such systems as Library of Congress subject headings and classification.